



# Resource Mapping

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# Table of Contents

Executive Summary .....	i
Introduction .....	iii

## **Program Surveys by Department**

Department of Corrections .....	1
Department of Economic Development .....	6
Department of Labor and Industrial Relations .....	52
Department of Elementary and Secondary Education .....	55
Department of Higher Education .....	91
Department of Mental Health .....	96
Department of Social Services .....	101

## Analysis

Summary

Uses for Resource Inventory

Pie Chart of Funding Distribution

Table of Appropriations and Expenditures

Table of Funding Source and Program Target Populations

Matrix of Programs Available to Target Populations

# Executive Summary

The State of Missouri is developing a workforce development system that is competitive and customer focused on the needs of employers and jobseekers. In a collaborative effort, the Missouri Training and Employment Council (MTEC) and Missouri Career Center partner agencies are creating a seamless system of employment and training service delivery. The resource mapping project was created to determine the amount of funds that are available to the workforce development system, how the use of these funds could be coordinated to create a more seamless system of service.

The amount of employment and training funding allocated for the entire state is \$824,887,943.00. This number was determined from surveys received from partner agencies. These surveys asked questions concerning the name of the programs, the purpose, and the target population, financial information, as well as, suggestions for funding initiatives. While this amount of funds appears substantial, the use of these funds continues to be siloed and therefore inhibiting collaborative and coordinated use.

Upon receipt of the completed surveys, they were compiled into a reference document. A table containing the funding amounts for each program has been developed from the survey information. The table was used to develop a pie graph that helps the reader quickly determine the percentage of funding provided by the partner agencies. The table describes the amount of each program and whether the funds are federal, state, or from other sources.<sup>1</sup>

The pie graph indicates the Department of Elementary and Secondary Education constitutes 26% of the workforce development system funding. This percentage includes funding for vocational rehabilitation programs (7%), special education programs (2%), adult and basic education programs (3%) and vocational education programs (14%). The Department of Economic Development/Division of Workforce Development constitutes 16% of the funding. The Department of Labor and Industrial Relations/Unemployment Insurance constitutes 43% of the funding, while the Department of Higher Education makes up nearly 10%, Department of Social Services makes up 5%, and the Department of Corrections and the Department of Mental Health contribute less than 1%.

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<sup>1</sup> Please note that the funding for Department of Labor and Industrial Relations and Department of Higher Education is handled in a different manner than the other partners. Although the Department of Higher Education develops employment and training programs, the programs are not instituted for a specific target population. Their funding comes from several sources including tuition and fee payments, local tax dollars, and endowments and gifts that are not consistent with the funding from partner agencies used in the project. The funding amount listed in this document is for the direct costs of instruction for all vocational/technical education and training. The Unemployment Insurance program of the Department of Labor and Industrial Relations is different in the sense that the benefits are paid directly to the unemployed individual and is not used for employment and training programs. Also, note that interagency contracts with partner agencies are not included because the funding would show a duplication of dollars for the contracts.

In addition, a matrix was created to determine which customer population benefits from the separate programs. The matrix allows the user to match customers and programs. The matrix could also be used by front line staff to refer the customer to the proper service, program or agency.

Another use for this project is to align the program funding with partner agencies to avoid duplication and increase collaboration of effort. The continued push to collocate staff at Missouri Career Centers and the coordination of funding may negate the need (in some cases) for interdepartmental/interagency contracts.

## **Recommendations:**

- \* The resource mapping project should be an ongoing process. It should be updated as programs change and adjustments are made to maintain a quality management tool.
- \* This project should be done on a continuing basis with an annual report from each department discussing changes in grant awards, expenditures, and new programs developed during the year. An evaluation of the effectiveness of the system can be pulled from this product using a trend analysis if the product is updated regularly and consistently.
- \* In order to develop performance measurements for the entire system, a report of client statistics should be given from each department to determine an overall effectiveness of the achievements of the system. Policy coordination can be developed through the one-stop operator at the Missouri Career Centers, done much in the same way as the cost allocation process. It would necessitate collocation and collaboration.
- \* Efforts should continue to develop a resource mapping system for each local region/area in Missouri. Local chief elected officials should have at their disposal a list of programs and funding available in their region. It will help the local boards and community leaders plan their outreach and service delivery in a coordinated fashion. The local inventory should be submitted to the state to allow the governor access to the fiscal and operating data used to articulate the accomplishments in this state.

# Introduction

State reliance on federal mandates and complex funding streams, differing eligibility requirements, overlapping services and turf battles among constituency groups combine to create a confusing and sometimes mysterious web of programs. The Workforce Investment Act has mandated workforce system agencies to partner together into a coherent system. To make informed decisions about the changes involved in the One-Stop Center system the agencies need to have accurate and objective information about their current systems, programs, strategies, and funding.

An inventory of all programs is the first step toward creating a workforce development system that will develop into a Missouri Career Center system. An inventory of programs and policies can highlight the number of separate programs operating independently that serve overlapping purposes and duplicate agency staff. Many programs work together to create a life-long learning process for individuals who need skills and training and want to improve their abilities to access opportunities for personal and professional growth. Because many agencies share the workforce development responsibilities, this inventory can be used by policymakers to secure the optimum potential of the various funding streams.

Cited below are the words of President Clinton expressing his expectations for the use of this legislation at the signing ceremony on August 7, 1998.

*"I am telling you today, there are – even with the unemployment rate as low as it is, there are hundreds of thousands of jobs which are going begging that are high-wage, high-skill jobs, undermining the ability of our free enterprise economy to maximize its benefits to all our people, to reach into all the urban neighborhoods and the rural communities and the places that it has not yet reached. Therefore, giving all Americans the tools they need to learn for a lifetime is critical to our ability to continue to grow.*

*We are making progress in building an America where every 8 year old can read, every 12 year old can log onto the Internet, every 18 year old can go on to college. And today we celebrate a big step forward in making sure that every adult can keep on learning for a lifetime; where no disadvantaged child, no displaced worker, no welfare parent, no one willing to learn and work is left behind.*

*This is the crowning jewel of a lifetime learning agenda – the Workforce Investment Act to give all our workers opportunities for growth and advancement. It...has many things that will help millions of workers enhance our nation's competitive edge.*

*Let me just mention some of the things that are most important to me. It empowers workers, not government programs, by offering training grants directly to them, so they can choose for themselves what kind of training they want and where they want to get it. There was a time, decades ago, when Congress actually needed to pass specified training programs with specific purposes and mechanisms to implement them. But that time has long since passed. Almost every American is within driving distance of a community college or some other mechanism of advanced training. And almost every American has more than enough sense to decide what is in his or her best interest, given a little good helpful advice on the available alternatives.*

*The law streamlines and consolidates a tangle of training programs, therefore, into a single, common sense system. And it also expands our successful model of one-stop career centers so people don't have to trot around to one different agency after another...*

*It enhances accountability for tough performance standards for states and communities and training providers, even as it gives more flexibility to the states to develop innovative ways to serve our working people better.*

*It helps to create opportunities for disadvantaged youth. And I think that is terribly important. Everybody is concerned about the juvenile crime rate; we need to be concerned, therefore, about the number of juveniles that are out here on the street, out of school, not doing what could be done to give them a more constructive future.*

*And, finally, it does two more things that I think are quite important. It has a real emphasis on helping people with disabilities prepare for employment and it gives adults who need it literacy support to move ahead. You cannot train for a lot of these programs if you cannot read at an adequate level."*

A report released on October 13, 2000 by the General Accounting Office described areas of overlap of programs that can lead to duplication, gaps in service delivery and administrative inefficiencies. The report suggested that policymakers choose to look more closely at programs that serve similar target populations and provide similar services and choose to integrate or consolidate programs or establish mechanisms to ensure program coordination. Coordination and cooperation between state and local agencies will provide flexibility and responsible stewardship of the federal funding of the programs. The Missouri Career Centers have the potential for coordinating and streamlining services offered by the partners. The development of an ongoing system of resource analysis for the State of Missouri is a major step in controlling the effectiveness and efficiency of the employment and training programs.

The surveys were completed and reviewed by administrators and fiscal staff from various Missouri State partnering agencies. The document was approved for distribution by the Missouri Training and Employment Council on January 23, 2001.